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ABSTRACT

As Kansas schools have begun to work through the Quality Performance Accreditation (QPA) process, educators have asked for guidance and the establishment of some uniform parameters. This publication is one of the guides designed to lead schools through the school improvement process called for in the QPA. Creating a school profile is a way of organizing needs in order to make decisions about school improvement efforts. A flowchart depicts a series of steps involved in the profile development process. Efforts are organized into data collection, data organization, and data analysis steps. A key to a successful profile is understanding it not as a product, but as a process in which all stakeholders are involved. Seven appendixes contain the following: (1) a sample background narrative; (2) potential section 1 measures; (3) measures for section 2; (4) measures for section 3; (5) sample data displays; (6) disaggregation of data; and (7) bibliography and credits. (Contains 15 references.) (SLD)

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BUILDING A SCHOOL PROFILE:

THE QPA NEEDS ASSESSMENT PROCESS

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Lee Droegemueller
Commissioner of Education

March 1992

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BUILDING A SCHOOL PROFILE:

THE QPA NEEDS ASSESSMENT PROCESS

Building A School Profile: The QPA Needs Assessment Process **was prepared by the Outcomes Education Team of the Kansas State Board of Education. For further information contact:**

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March 1992

BUILDING A SCHOOL PROFILE:
The QPA Needs Assessment Process

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SPECIAL CREDIT: Much of the information in this school profile module originated from the background research and integration conducted by ESSDACK (Educational Services & Staff Development Association of Central Kansas).

INTRODUCTION

Help, Directions, Answers, Suggestions

Why a dissertation on school profile? As Kansas schools begin to work through the Quality Performance Accreditation (QPA) process, we have heard calls for assistance, direction, guidance and especially for some uniform parameters. In response, the Outcomes Team at the Kansas State Board of Education has developed the following materials to help schools with QPA:

- **The QPA Process**
- **Assessment, Assessment, Assessment**
- **A Design for Building Outcomes Focused Curriculum**
- **The School Profile**

The tools above are dynamic - changing and improving as our experience and expertise with QPA grows. ***Building A School Profile*** is the most recent guide designed to lead and assist schools through the school improvement process called for in QPA.

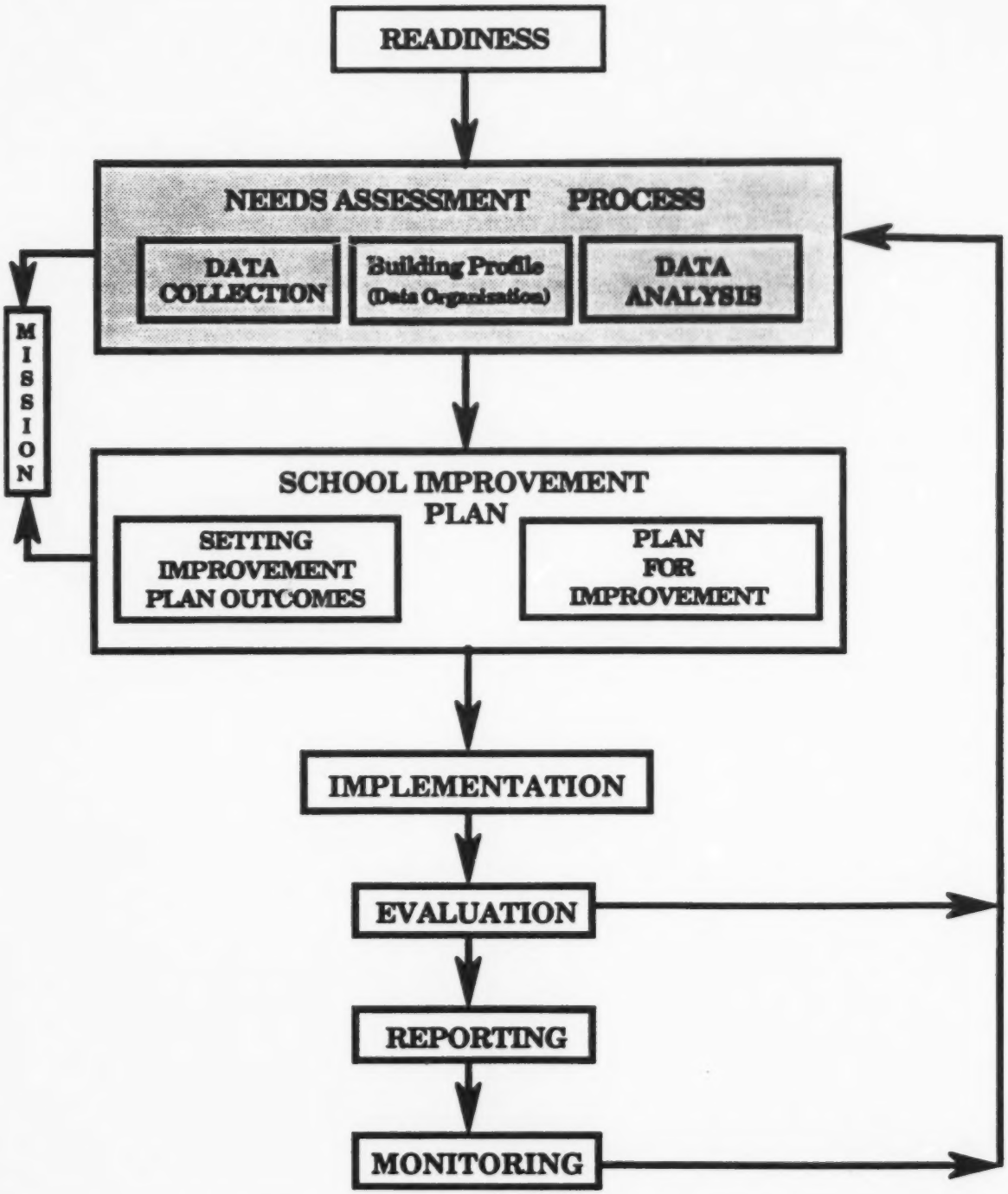
QPA School Improvement Process

Getting a clear picture of how well the school is performing is one of the first tasks in a school improvement process. In the QPA School Improvement Process (see chart on Page 3) the tasks of collecting, organizing, and analyzing data on the successes of all students in the school are called for in the Needs Assessment Process.

A needs assessment process may often begin during the Awareness stage as data usually available at the district level or central offices is prepared. At the building level, involving staff in collecting data may actually be a part of awareness activities.

As soon as data are collected, organized, analyzed, and displayed in the Building Profile, decisions can be made regarding school improvement efforts. The data from the needs assessment drives school improvement efforts and becomes the baseline for measuring increases in student success and school improvement. The building profile becomes the requisite step in developing a School Improvement Plan.

QPA SCHOOL IMPROVEMENT PROCESS



Building A School Profile Module

This module has been developed to assist districts in the preparation of their initial school profile and subsequent updates and additions to the profile. Data that will most likely yield information specifically called for in the QPA process are designated by an: √. Other suggestions provided might be useful in identifying additional local indicators not specifically called for in the QPA process.

We are not advocating all the examples given be used in a school profile. Rather, we encourage school improvement teams to carefully consider which data will be most relevant in making the necessary decisions regarding school improvement for their individual schools.

CAVEAT - In The Beginning...

A school or district could spend all of its time identifying the information it wants to include in a profile, collecting the data that is readily available, developing systems to gather data not readily available or previously collected, and compiling all of it into a neat profile package - and still not have all the data that is necessary or desirable. At some point in developing an initial/baseline profile (sometime in the middle or third quarter of the first year) take what you have at that point and use it. For Quality Performance Accreditation, it also means that a school or district should begin by first collecting data that addresses the state outcomes. Since profiling is a process and the school profile a dynamic document, additional data can and will always be inserted into the school's profile.

THE DYNAMIC PROFILE PROCESS

A Dynamic Process

Schools confronted with developing a school profile for the first time must decide where to begin, what data to include, how to manage the volume of data available and so forth. To facilitate an understanding of profile development, it is useful to think about it as a dynamic process which requires some careful planning and processing at both the district and building levels.

The Flow Chart on Page 7 depicts a series of steps involved in the school profile process. Key questions to guide decision-making at each level are provided. The series of steps are organized under three general categories described below:

I. Data Collection:

Generating or bringing together information that has been systematically observed, recorded, organized, categorized, or defined in such a way that logical processing and inferencing may occur.

Steps include:

District Level Decisions (i.e. staffing, format for handling the data, technical assistance and training needs of staff & community)

Building Level Decisions (i.e. roles and responsibilities, types and sources of data to be examined, training and technical assistance needs)

A Data Collection Plan (i.e. types and availability of data, state and local indicators, organization and reporting of data)

Actual Data Collection (Roles & expectations clearly established, equipment and materials secured, training and technical assistance needs determined)

II. Building Profile (Data Organization)

By definition, *a School Profile is a stand alone document which summarizes the findings of the data collection process.* A school building profile does not evaluate data; it simply reports the data in an easy-to-understand format.

Steps include:

Data Preparation (i.e. format similarity and comparability)

Profile Development (i.e. roles and responsibilities in writing & developing various sections; type and level of parent & community involvement)

III. Data Analysis

Self-evaluation in the school improvement process is conducted by each school building/district for the purpose of identifying needs and deciding on priorities. The needs assessment uncovers the gaps between existing conditions identified during data collection and the desired conditions detailed in student exit outcomes and/or the outcomes specified through QPA.

Steps include:

Analysis (i.e. indicators for outcomes and standards, reporting channels, use of data, consensus on findings?

Evaluation (i.e. adequacy of the data, ease in collection, usability, staff and community involvement)

Systems Development (i.e. processes /procedures for on-going and future data collection)

The Dynamic Profile Process

District Level Decisions
Who will coordinate process?
What format will we follow (Computers, software, etc)?
What factors will be used to disaggregate data?
What data will be collected at the district level?
What assistance can be given to the buildings
What training/staff

Building Level Decisions
What is the role of the Principal?
What is the role of the Building Leadership Team?
What is the role of staff in the data collection?
What data will be collected at the building level?
What training/staff development is needed?

Data Collection Plan
What data is desired?
What data is needed?
What data is readily available?
What are the State Indicators?
What are our local Indicators?
Who will receive the data?
When will the data come in?
How will it be displayed?
When will the data be available?

Data Collection
Do all staff have a role (ownership) in the data collection process?
Are expectations clear? (Who, what, when, where, how, & why)
What training/staff development is needed?
What equipment/material needs exist (computers, spread sheets, etc)

Profile Development
Are data from various sources in similar formats (Comparability)?
Who will write narrative sections?
Role of all staff?
Who will develop data displays?
Who will proof read?
Parent/Community involvement?

Data Analysis
Do indicators exist for each Outcome and Standard?
Who will see Profile?
How will profile be used?
Process for consensus on the findings?

Evaluation
Adequacy of the data? (Multiple Indicators for each standard)
Ease of Collection?
Involvement of all staff?
Clear picture of student performance?

Systems Development
What processes/procedures need to be in place to allow new or additional data to be collected?

DATA COLLECTION

Purposeful Data Collection

Gaining a clear picture of the school - what it looks like in terms of student performance, staff and community development, and the context of the school within its community - means that data must be collected to accurately depict the school. Data collection is the vehicle for answering the questions "What do we know?" and "What do we need to know?" But a companion question must also be asked: "Why do we want or need to know something?" Before specific data are collected, there must be a reason to collect the data. While the outcomes, standards, and indicators for QPA provide much of this direction and rationale, school districts and school buildings may need to plan for data collection.

> ***Collecting data is like collecting trash, you need to know what you're going to do with it before you collect it.***
> ***Mark Twain***

Data collection becomes the process of generating or bringing together information that has been systematically observed, recorded, organized, categorized, or defined in such a way that stakeholders may logically process the data and make inferences to substantiate comprehensive planning for improvement.

Planning for Data Collection

Prior to the actual collection of data, district and building decisions regarding staffing, roles and responsibilities, training and technical assistance needs, and data collection and compilation tools must be determined. A plan for purposeful data collection will also help determine:

- Data that are currently collected and available in a usable format
- Data that are currently collected but not available in a usable format
- Data that are not currently collected

Assumptions Regarding Data Collection

- Data are collected and reported on **ALL** students.
- When any population is excluded, they must be accounted for in some manner - usually as one of the disaggregated variables.
- All data is disaggregated by at least three variables: race, gender, and socio-economic status.
- Multiple measures of a variable should be collected.
- Triangulation (three different sources of data for each variable) is recommended.

Disaggregation of Data

Aggregation of data means that all of the components or measures of a variable are compiled into one total statistic. Disaggregation is the act of breaking the total down into its component parts. Disaggregation is also a critical component of the school improvement process. Schools must decide early in their data collection planning which variables will be disaggregated. Appendix F contains an expanded listing of potential disaggregation variables.

In Quality Performance Accreditation, data that is reported to the state must be disaggregated by gender, race, and socio-economic status. Schools should take these three variables into consideration when collecting data for QPA.

A basic assumption of school improvement is that data is collected on the entire building's student population. For most purposes, all regular education, special education, vocational education, or any other program's students are included in the data collection process. Regardless of how the data is reported, a school may want to retain its ability to disaggregate data by other measures, if necessary.

THE BUILDING PROFILE
(DATA ORGANIZATION)

The Contents of a School Profile

A school profile provides data to use in making decisions for school improvement. While the focus always is on student data, three generic sections of a school profiles are:

Section I - Background information The context of the school in which students learn.

Section II - Student Performance Data Data display indicating success levels of all students in the building.

Section III - Staff and Community Development Process and outcomes regarding the development of staff and community.

Each of these three areas are explained and further defined in this portion of the module.

Assumptions of a School Profile

- A school profile provides a picture of what is taking place in the school, both in terms of learning and teaching.
- A school profile is not infallible; a profile is a collection of indicators.
- Profiling is a process.
- Profiling enables stakeholders to identify strengths and needs; it should not be viewed as a "deficit report" only.
- The profile is a document that guides decisions; it is the document from which building goals emerge.

A school profile is a stand-alone document which summarizes the findings of the data collection process. A school profile does not evaluate data; it simply reports the data in an easy-to-understand format.

Section I: Background Information

For data to be most useful in planning for improvement, the composite makeup of the school, personnel, and community must be understood and considered by all perspective stakeholders. No two schools are alike, therefore, the type of information selected for this portion of the profile should be considered carefully.

"What are the unique qualities or features of this school, in terms of facilities, programs, resources, students, staff and community?" How might these unique features and qualities impact improvement considerations and decisions?"

Information reported in this section of the profile should include a brief discussion of the facilities, programs and resources available, and student, staff and community analyses. The information should be summarized primarily in a narrative format and provide a thumbnail sketch or snapshot of the "school".

Five Potential Categories of Data in Background Section

Context - A description of the school building in the context of the school district including budget, finances, and facilities.

Programs & Resources - Curricular, governance, leadership, and program descriptions.

Student Analysis - The demographic make-up of the student body including special education and vocational education students.

Staff Analysis - Certified and non-certified staff depictions.

Community Analysis - The context of the school as an interdependent part of the neighborhood, city, and county.

Writing the Background Section

While many school profile models suggest that this introductory background section be written entirely in narrative format, the leadership team compiling the profile may feel the need to highlight some data in a chart or graphic display within this background section. When using data displays in this section of the profile (or in any other section) include only those comparisons, representations, or depictions that accentuate the narrative - as well as follow the guidelines for using data displays (see Appendix E). Large charts, spreadsheets, or data-bases, if included in the profile, belong in an appendix.

Samples of various types of background information concerning the school, students, staff and community as well as a sample narrative of a background section are contained in **Appendices A & B**. While much of this information would be very interesting to pursue, keep in mind the time and commitment necessary to research and report this information; identify only that information which would best provide the context for considerations in planning for improvement.

Section II: Student Performance Data

The data collected and analyzed on student performance are critical to the successful planning for improvement. While the collection of student data is not new, the use of this data in making informed decisions for planning and improvement requires a closer look. Data which provide clear indications of the success level of all students in the school must be reviewed.

"What data are available (or needs to be collected) that clearly measure the knowledge, skills, values and attitudes of all students?"

Writing Section II

In order to plan appropriately to meet the needs of all students, the uniqueness of each student has to be understood and identified. Data should be collected, disaggregated and analyzed on student achievement, access, lifelong learning and climate. Again it is important in terms of time and resources to select "key" information for appropriate planning and decision making. These data should then be compiled using data displays such as bar graphs or pie charts to demonstrate comparisons, trends or patterns.

Five Potential Categories of Student Performance Data

Multiple Assessment Measures - Norm referenced, criterion referenced, state assessments, authentic assessments, etc.

Achievement Patterns - Enrollment patterns, graduation & drop-out rates, GPA, retentions, post-secondary follow-up, etc.

Access Patterns - Attendance, tardies, graduation rate, extra-curricular involvement, community involvement, etc.

Lifelong Learning - Career goals and aspirations, post-secondary follow up, health practices, knowledge, attitude, self concept, etc.

School Climate - Student attitudes & perceptions, conduct violations, etc.

The amount of data which could be compiled for this section of the profile is unlimited. The reams of spreadsheet data that are or will soon become available in the process of collecting multiple measures of student success belong either in the appendix or in a separate document. Highlight only those data, through the use of charts or graphic displays, that is necessary. Collecting baseline data does not mean that all available data are depicted. **Appendix C** contains long lists of possible measures that could be used in this section of the profile.

Section III: Staff and Community Development

While the driving force in school improvement is student data, two additional areas of data collection called for in the QPA process are highly correlated with student success. These areas are Staff Development and Community Development.

"What data are available (or needs to be collected) that clearly measures the instructional effectiveness and continuing professional development efforts of the staff in a school?"

"How are all of the stakeholders in the local community and schools (staff, students, parents, community leaders, business interests, etc.) linked together in the school improvement/community improvement process?"

Demographic and input measures of staff and community are important considerations, and are useful in developing the Background Report called for in Section I. Data that indicate process and outcomes regarding the involvement and development of staff and community are detailed in this section of the profile. Again it is important in terms of time and resources to select "key" information for appropriate planning and decision making. This data should then be compiled using data displays such as bar graphs or pie charts to demonstrate comparisons, trends or patterns.

Two Potential Categories of Staff and Community Development Data

Staff Measures - Demographics, mission statement, staff preparation, staff development, staff evaluation, etc.

Community Measures - Community analysis, mission statement, community outreach , parent, family and community involvement, etc.

Collecting data does not mean that it must appear in the profile. Place only that data which is deemed necessary and important to school improvement in your school profile. **Appendix D** contains a potential list of possible measures that could be used in this section of the profile.

DATA ANALYSIS

Assessing Needs

Effective school improvement is data driven. All decisions regarding the management and development of the school improvement plan should be based upon the careful review and analysis of relevant data. The building profile becomes the font of baseline data about the school.

Just as data collection must be planned and purposeful, the data analysis process must be planned and purposeful. Data analysis is not a deficit process, even though the baseline data contained in the building profile must be compared to the same National, State, or local standards that drove the data collection process.

QPA contains a number of state outcomes, standards, and indicators, that for Kansas schools, must be addressed during the four-year accreditation cycle. The data analysis process provides school staff with an opportunity to celebrate those areas where they are performing exceptionally and the decision-making opportunity to prioritize the school's areas of greatest need in the school improvement plan.

Working with Very Small Populations

While QPA requires schools to disaggregate data by gender, race, and socio-economic status, an arbitrary point exists where one or more of the disaggregated variables contain such a small percentage of the overall population that it could be discounted. Most profile builders and analysts believe that any segment of the population identified as less than 5% - or even 10% - should not be considered as a subpopulation. In these cases, the subpopulation should be aggregated with another appropriate population.

Systems Development

Data collection, organization and analysis become an ongoing part of the school improvement process. The analysis of data not only paints a picture of what is known about the school, but it also allows schools to plan methods for systematic data collection; to find better ways to collect and organize currently collected data - and to plan future means of collecting additional data.

KEYS TO SUCCESSFUL PROFILING

A subtle undertone throughout this profile module is that developing a school profile is as much an art as a science. There is no one best way to collect, disaggregate, or display the data. One of the very few "givens" in the whole process, however, is that **school improvement must be data-driven.** As we become more adept at profiling, the guides and caveats contained in this document will change. Until then, a compendium of suggestions and tips on developing and using a school profile is contained in the charts below and further depicted on the flow chart on page 7.

Maximize the success of your building profile by insuring that:

The profile is understood not only as a product but also as a process.

All stakeholders are involved in the planning of the school profile.

All stakeholders are involved - and prepared - in the process of developing and using the school profile.

Adequate time is provided to do the profile.

The building leadership team organizes and oversees the profiling process.

The leadership team compiles a rough draft of the profile.

All stakeholders receive a copy of the draft profile to review and provide feedback.

The final draft of the profile is completed by the leadership team.

The school profile is used.

Appendix A
Background Narrative

Section I of the School Profile contains a narrative discussion of the context of the school. The enclosed sample is from Manhattan, Kansas.

Guidelines for Developing the Background Section of the School Profile:

- **The background section is written primarily in narrative format**
- **This section outlines key features of the school**
- **It describes the context in which the school resides**
- **The background section of the school profile should be written in such a manner that it can stand alone as a separate document**

Taken from *Indicators of Quality* (1987). A progress report from the Manhattan-Ogden Public Schools. Manhattan, KS: Unified School District 383.

CONTEXT OF EDUCATION

Because of the university and military influence, the Manhattan population is both transient and cosmopolitan. Expectations for the public education system are high and the involvement of the community is extensive.

Manhattan is a small city of 35,000 people. It is a university community with a major military installation nearby. Ogden, with a population of 1800, is the site of one of our elementary schools. Middle school and high school students from Ogden attend Manhattan Middle School and Manhattan High School.

Kansas State University has a full time enrollment of about 18,000 students.

Fort Riley maintains a civilian and military complement of approximately 20,000 persons. Many of the military personnel and their dependents live in Manhattan and Ogden.

More than one-third of the adults in the Manhattan area are college graduates.

Like most communities in the nation, nearly three-fourths of the population has little or no contact with the public schools.

Civic involvement and interest is high. Two-thirds of the registered voters in the county voted in the 1986 General Election. This high voter turnout is typical in most elections in Manhattan and Ogden.

The population in Kansas and in this community is predominantly white.

Enrollment in the district is following the national trend toward increasing enrollments. Since the 1984–1985 school year we have added nearly 700 students. Enrollment this school year is 6,177 students.

Twenty-five percent of the district students reside in families with a limited income.

A variety of educational opportunities are available for students with special needs. This includes Special Education programs for the educable mentally handicapped, severely multiply handicapped, trainable mentally handicapped, emotionally disturbed, learning disabled, hearing impaired, visually impaired, as well as for speech therapy and gifted education.

Fewer than fifty students are non-English speaking. A larger number have a limited use of English. All of these students are receiving educational support from several sources.

Kansas requires competency testing in reading and math for students in the second, fourth, sixth, eighth, and tenth grades. Achievement at the established competency levels is not required for high school graduation.

Beginning with the 1986 college class, Kansas now requires teacher candidates to pass a teaching competency test in addition to the regular degree program.

Seventy-two percent of the teachers in this district have advanced degrees. The average number of years of teaching experience is fourteen years.

Teacher salaries in Manhattan compare well with state and national statistics. This is a plus in the recruitment of well qualified and competent staff. The 1986–1987 school year is the last one for which we have state and national statistics. The district $25,050 average salary was about $1600 higher than the Kansas average and about $1600 lower than the national average last year. The 1987–1988 average teacher salary here is $26,097.

All teachers are teaching at the level and in the subjects for which they have been trained.

The district is the ninth largest of the 304 school districts in Kansas.

With more than 750 employees, the district is the second largest employer in Manhattan.

Creative deployment of staff has allowed the district to maintain nearly the same size teaching staff in spite of the recent increase in enrollments. (Seven hundred students in four years). The professional teaching and support staff has increased by 26 persons during the past four years. Nearly one-third of this number has been added in order to staff new programs such as elementary Spanish and some special education classes. There has been no increase in the size of the administrative staff.

This creative approach to staffing the schools has also maintained the low student/classroom teacher ratio of one teacher per twenty-two students. This is an increase of only 1.2 students per classroom teacher since the 1984–1985 school year.

In 1978 and again in 1982 the community passed bond issues in order to renovate and remodel all existing schools and to build a new elementary school. Total of the two bond issues was about thirteen and a half million dollars.

An annual 4 mill capital outlay levy provides funds for long-range maintenance and upkeep of the district facilities, as well as for planned replacement of equipment.

The 1987-1988 Operating Budgets total $23,954,554. Eighty-two percent of the money is spent for instructional activities. Included in the remaining 18 percent are the budgets for food service, transportation, in-service/staff development, capital outlay, and the 1984 bond retirement (the two bond issues were refinanced in 1984 to take advantage of some beneficial business practices).

The sources of income have changed dramatically during the past five years. In Kansas, local support level is determined by a complex formula which assesses the ability of a community to pay for education. This is done for the purpose of providing equitable educational opportunities state-wide.

ng the past four years, this state formula has caused our local support to be increased by 17 percent. For the 1987-1988 school year, the local share of responsibility is now 62 percent of the total school district budget.

During the 1986-1987 school year, the Manhattan share of local school support was five and one-half percent more than the average district in Kansas.

Sound management practices allowed the district to reduce the local school levy by two mills this fall. This was accomplished in spite of two significant facts: (1) the local share of the budget increased nearly five percent for the 1987-1988 school year and (2) a significant recision in available state revenue dollars occurred in the spring of 1987. The recision caused us to spend part of the money we expected to carry over to the 1987-1988 budget.

Our per pupil cost is always among the lowest in the state. The actual dollar amount has increased only about $200 in four years. The per pupil cost in 1984-1985 was $24[illegible]; this year [illegible]-1988) it is $2679.53.

Regular meetings of the Board of Education are open to the public. Meetings are held on the first and third Wednesday of each month. The seven members of the Board are elected from the community at large. Terms of office are staggered in order to provide continuity of governance.

A current member of the Board of Education just completed a term as President of the Kansas Association of School Boards.

Headstart is a federally funded pre-school program for low income families. In Manhattan, the public school system is the sponsoring agency. Guidelines for the program require that it be administered by a community-based organization.

The local school district is the governing agency for the Manhattan Area Vocational-Technical School. Ten of the sixteen vocational schools in Kansas are operated by the local school board.

Among the quality of life opportunities available in the community are major performing arts programs at McCain Auditorium. Manhattan Arts Council sponsors a variety of other offerings in the arts.

The Riley County Historical Museum, the Cavalry and First Kansas Capitol Museums at Ft. Riley offer outstanding collections of memorabilia.

For nominal fees the Manhattan Parks and Recreation Department offers a variety of team sports opportunities for all ages. The KSU Sports Complex and Natatorium are available to the public at very reasonable cost.

Kansas State University offers an outstanding variety of educational, cultural, research, and resource opportunities for both the community and the schools.

The University For Man, Inc. is a local community organization that offers classes on whatever variety of topics and skills are requested or for which teachers are available.

The Adult Education classes offered through the Manhattan Area Vocational-Technical School provide the opportunity to acquire or upgrade technical skills during evening classes.

The environment in which an educational organization lives has significant impact on the operation and behavior of that organization. The assets, liabilities and conditions of the environment are not factors which we can influence to any measurable degree, but the extent to which we can recognize and respond to these factors will certainly determine the effectiveness and the outcomes of our operation. This community maintains a focus on quality and through this document we want to assure you that we share it. We will continue to make prudent decisions that are consistent with high expectations of excellence for both student and management outcomes.

Hal Lowe
Superintendent

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Appendix B
Potential "Background Section" Measures

Although Section I - Background Information - is primarily in narrative form, a number of quantitative measures must be collected to write the section. Appendix B contains an extensive, but by no means complete, list of possible measures to consider collecting and profiling to complete this part of the profile.

Many of these measures were adapted from the "School Profile Training Session" provided by ESSDACK. Additional sources of information came from McGrail: *Looking at Schools: Instruments and Processes for School Analysis*.

APPENDIX B

Background - Facilities

1. Building Level/Type
   (e.g., K 5, 6-8, 9-12)

2. Budget &Finances
   a. budget
   b. salaries
   c cost/pupil

3. Facilities
   a. Age of building
   b. Number of classrooms
      - Total
      - Used
   c. 2-Way Interactive Classrooms
   d. Gymnasium
   e. Media center
   f. Auditorium
   g. Cafeteria
   h. Playground
   i. Library
      - capacity and staff
      - services
      - on-line computer data services
      - equipment (VCR, TV, etc.,)

Background - Programs and Resources

1. Leadership & Governance
   a. Building administration
   b. Departments
   c. Central office personnel
   d. Standing Committees
   e. Board of Education
   f. Advisory Groups

2. Leadership Team
   a. Building Leadership Team
   b. School Improvement Teams
   c. North Central Teams

3. Curriculum
   a. Courses offered
   b. Programs offered
   c. Textbook series
   d. K-12 curriculum development

4. Additional Programs
   a. Chapter I
   b. ESL
   c. Migrant
   d. Homeless
   e. Vocational Programs
   f. GED Programs & Adult Services

5. Special Education Programs
   a. Number receiving
   b. Types of services offered
      - Learning disability
      - Behavior disability
      - Gifted
      - Educable mentally retarded
      - Trainable mentally retarded
      - Severely mentally disabled
      - Hearing impaired
      - Visually impaired
      - Physically impaired
      - Autism
      - Traumatic brain injury
      - Early childhood special education
   c. Mild, Moderate, Severe Disability

6. Extra Curricular Activities

7. Recognition and Awards

8. Cooperative Programs with IHEs

Background - Student Analysis

1. Student Body Composition
   √ a. Number of Students
      - total
      - per grade
      - projections for future
   √ b. Gender
   √ c. Age
   √ d. Race/Ethnicity
      - American Indian
      - Hispanic
      - Asian
      - White
      - Black
      - Other
   √ e. Socio-Economic Status (SES)
   f. Language Dominance
   g. Parents' Education
   h. Family Structure
   i. Mobility Rate
      (# Entries + # Exits /
      Average Daily Membership)
   j. Special Services
   √ k. Retention Rate
   l. Community Service
   m. Future Plans

2. Enrollment Patterns
   a. Algebra
   b. Physics
   c. Foreign language
   d. College track
   e. General track

√ Data that will most likely yield information called for in the QPA process

APPENDIX B - CONTINUED

Background - Staff Analysis

1. Staff Characteristics
   a. Number
      - Total
      - Position/Assignments
   b. Gender
   c. Age
   d. Race/Ethnicity
   e. Employment Status
      - Full-time
      - Part-time

2. Certified Staff Characteristics
   a. Educational Background (major)
   b. Employment History
      - Years in education
      - Years in district
      - Years in building
      - Years in current position
      - Tenure or non-tenure
   c. Special Certifications
   d. Degree Status
   e. Professional Development Activities
   f. Salaries
      - Range
      - Median
      - Comparison to state and nation
   g. Number of First Year Teachers
   h. Number of New Teachers
   i. Turnover
   j. Average Teacher Daily Load
   k. Administrator-Teacher Ratio
   l. Administrator-Student Ratio
   m. Teacher-Student Ratio
   n. Aide-Teacher Ratio
   o. Counselor-Student Ratio
   p. School Psychologist-Student Ratio
   q. Average Class Size
   r. Absenteeism

3. Attitudes & Perceptions

4. Staff Development
   a. Number with IDPs
   b. Staff development priority areas for all building staff
   c. Staff development priority areas related to school improvement plan
   d. Professional growth expectations

Background - Community Analysis

1. √ Demographics
   a. Population
      - Trends
      - Forecasts
      - Movement
   b. Age
   c. Gender
   d. Race/Ethnicity

2. Economic Trends & Projections
   a. Poverty Rate
   b. Average Income
   c. School mill levy
   d. % Unemployed
   e. % Home owners
   f. % in Public Housing
   g. Major Industry/Employers

3. √ Parent/Civic Involvement
   a. Educational Background
   b. % with Children in Schools
   c. % Involved in Service Organizations
   d. Involvement in Non-Profit Organizations
   e. Civic Involvement
   f. Family Structure
   g. Volunteers in School

4. School-Business Partnerships

5. Integration of School with Social & Community Agency
   a. Juvenile Courts
   b. SRS

√ Data that will most likely yield information called for in the QPA process

Appendix C
Student Performance

Section II - Student Performance Data - requires that a number of quantitative measures must be collected to develop the data displays for this part of the profile. Appendix C contains an extensive, but by no means complete, list of possible measures to consider collecting and profiling to complete this part of the profile.

Many of these measures were adapted from the "School Profile Training Session" provided by ESSDACK. Additional sources of information came from McGrail: *Looking at Schools: Instruments and Processes for School Analysis* .

APPENDIX C

Student Data - Multiple Assessment Measures

√ 1. Norm-Referenced Tests (NRT)
   a. Subject areas
   b. Classroom level
   b. Grade levels
   c. Building level
   d. Comparison data
      • district/state/nation

√ 2. Criterion-Referenced Tests (CRT)

√ 3. Kansas Math Assessment

√ 4. Kansas Communications Assessment

√ 5. Kansas Minimum Competency Test

√ 6. Teacher Made Tests

√ 7. Tests from Textbooks

√ 8. Authentic Assessments
   a. Portfolios
   b. Performance Based Assessment

9. SAT/ACT
   a. % Taking
   b. % in High/Low Rankings
   c. Range/Median Scores

Student Data - Achievement Patterns

√ 1. Basic Skills Achievement

√ 2. Enrollment in Gatekeeper Courses
   a. Algebra
   b. Physics

√ 3. Graduation Rate

√ 4. Dropout Rate
   a. Reason for dropout
   b. Current status of dropout

5. Letter Grade Distribution

6. GPA

7. Retention

√ 8. Post-Secondary Follow-up

9. Homework Completion Rate

10. Student Recognition & Awards

Student Data - Access Patterns

√ 1. Attendance

2. Tardies

√ 3. Numbers of Student Dropouts

√ 4. Current Status of Past Dropouts

√ 5. Graduation Rate

6. Enrollment Patterns

7. Involvement in Community Activities

8. Extra-Curricular Activity Involvement

√ 9. % Going on to Post-Secondary Education

Student Data - Lifelong Learning

1. Career Goals & Aspirations

√ 2. Post Secondary Follow-up
   a. Graduate Surveys

3. Health Practices
   a. Knowledge
   b. Attitudes
   c. Self Concept
   d. Youth Risk Survey

Student Data - School Climate

√ 1. Student Attitudes & Perceptions
   a. Climate Survey

√ 2. Conduct Violations
   a. Conduct violations
   b. Vandalism
   c. Detentions
   d. referrals
   e. Suspensions (in & Out of school)
   f. Expulsions

3. Health Assessments
   a. Health Assessments/Screenings (Ele.)
   b. Health Appraisals (Secondary)
      • Fitness
      • Weight
      • Blood Pressure
      • Cholesterol Level

4. Health/Social Service Assistance Referrals
   a. Drug & Alcohol
   b. Emotional Disturbance
   c. Pregnancy

√ Data that will most likely yield information called for in the QPA process

Appendix D
Staff and Community Development

Section III - Staff and Community Development - requires that a number of quantitative measures be collected to develop the data displays for this part of the profile. Appendix D contains an extensive, but by no means complete, list of possible measures to consider collecting and profiling to complete this part of the profile.

Many of these measures were adapted from the "School Profile Training Session" provided by ESSDACK. Additional sources of information came from McGrail: *Looking at Schools: Instruments and Processes for School Analysis* .

APPENDIX D

Staff Development

1. Perceptions/Attitudes
   a. Climate Survey
   b. Observations
   c. Community Service
   d. Volunteer Activities
   e. Committee Membership

2. Staff Preparation
   a. Evaluations/Observations
   b. Ratings/Career Ladder
   c. Mentor Teachers
   d. Master Teachers
   e. Supervision of Practice Teachers
   f. Internship Programs
   g. Skill Ratings
   h. Instructional Strategies
      - Percentage trained
      - Degree of implementation
   i. Instructional Strategy Proficiency
      - Cooperative Learning
      - Mastery Teaching
      - Clinical Supervision
      - Etc.
   j. Professional Association (KATM, etc.)
      - Membership in
      - Officers

3. √ Staff Development
   a. Individual Development Plan
   b. Skills Gained through Training
   c. Peer Coaching Pairs
   d. Study Groups
   e. Staff as Trainers/Presenters
   f. Student Behavior Changes related to training strategies
   g. Involvement of staff in training related to school improvement plan outcomes
   h. Outcomes-type information contained in Kansas Inservice Program "Annual Update"

4. Staff Evaluation
   a. Evaluations/Observations
   b. Ratings on Evaluation Forms

5. Mission Statement
   √ a. Involvement in Building Mission Statement Development
   b. Shared Vision of Education
   c. Classroom/Department Mission Statement
   √ d. Use of Mission Statement for Staff

Community Development

1. Community Analysis

2. Mission Statement
   √ a. Involvement in Building Mission Statement Development
   b. Shared Vision of Education

3. School Outreach into Community

4. Community Outreach into the School
   a. Volunteers in Schools
      - Committee work
      - Parent-Teacher Organization
      - Maintenance
      - Clerical
      - Sponsorship
      - Other

5. Levels of Parent Involvement
   a. Parents as Advisors
   b. Parents as Teachers
   c. Parents as Learners
   d. Parents as Support
   e. Home-school Communication

6. Business-School Partnerships

7. Community Surveys
   a. Parent Surveys
   b. Community Surveys
   c. Assessment of School/District Relationships with Social & Community Agencies

√ Data that will most likely yield information called for in the QPA process

Appendix E
Data Displays

Data displays are one of the key elements in a school profile. Appendix E offers the following discussions on data displays: 1) Characteristics of data Displays; 2) Sample graphic illustrations; 3) Basic components of data displays; and, 4) Sample Data Display.

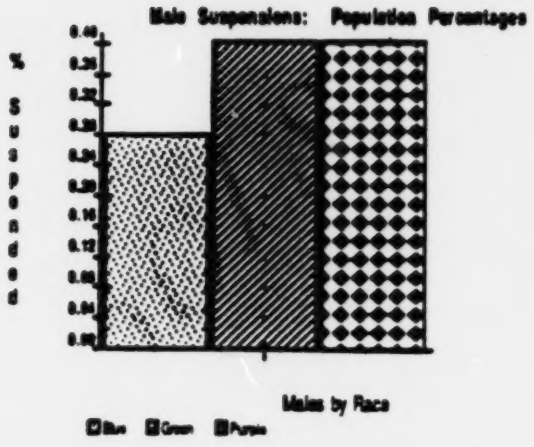
Much of the information on data displays originated from the materials developed by ESSDACK and shared with KSBE Outcomes Team members on November 4, 1991.

CHARACTERISTICS OF DATA DISPLAYS

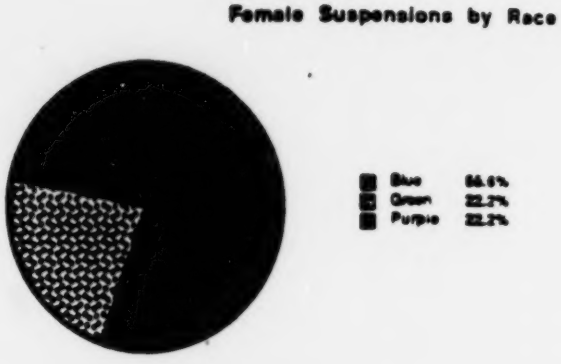
- A data display includes the following two parts: graphic illustration and highlights.
- Data displays are simple. They should be easily understood by all stakeholders.
- Data displays should be neat in appearance. No more than two graphic displays should appear on the page. One graphic display is ideal.
- Each data display should be complete enough that it can stand alone.
- Graphic illustrations should have all necessary components to assure comprehension.
- Graphic illustrations should be "stand alone" in nature.
- Highlights should abide by the four C's of effective writing: clear, concise, correct, complete.
- Highlights should be statements of fact only; judgmental statements should not be included.
- Highlights should be "stand alone" in nature.
- No more than three highlights should be included for any graphic illustration.

SAMPLE GRAPHIC ILLUSTRATIONS

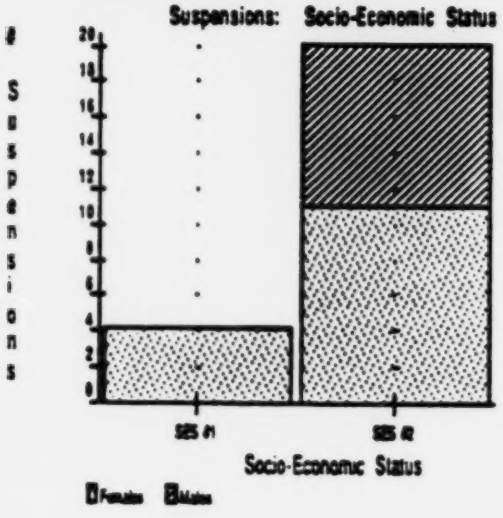
Bar Graph



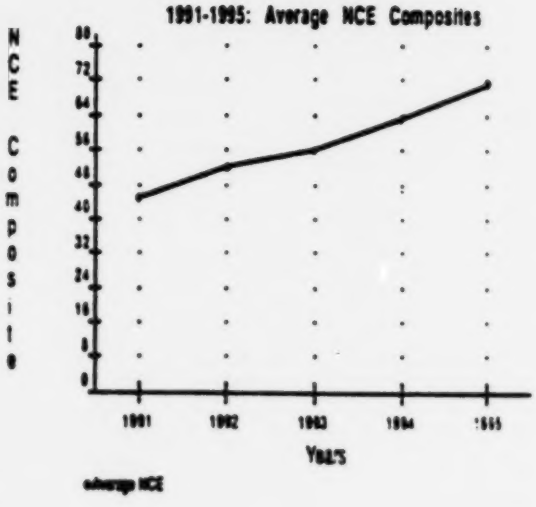
Pie Chart



Stacked Bar Graph



Line Graph

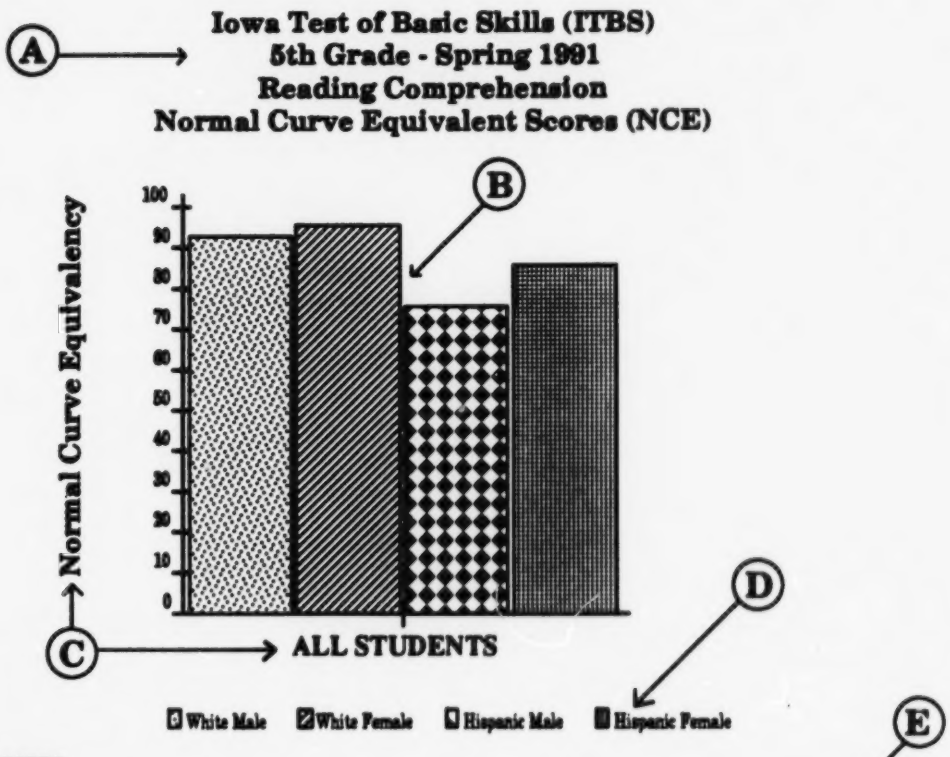


Table

1990 First Semester Suspensions			
	Blue	Green	Purple
Males	12	20	22
Females	4	10	12

APPENIDX E

BASIC COMPONENTS OF DATA DISPLAYS



HIGHLIGHTS

1. All fifth grade students scored above an NCE of 75 on the reading comprehension section of the ITBS [White Males (92); White Females (95); Hispanic Males (76); Hispanic Females (83)].

2. Females of both races scored slighly higher than males of the same race on the reading comprehension section of the ITBS [Females (95 & 83 NCE) vs Males (92 & 76 NCE).

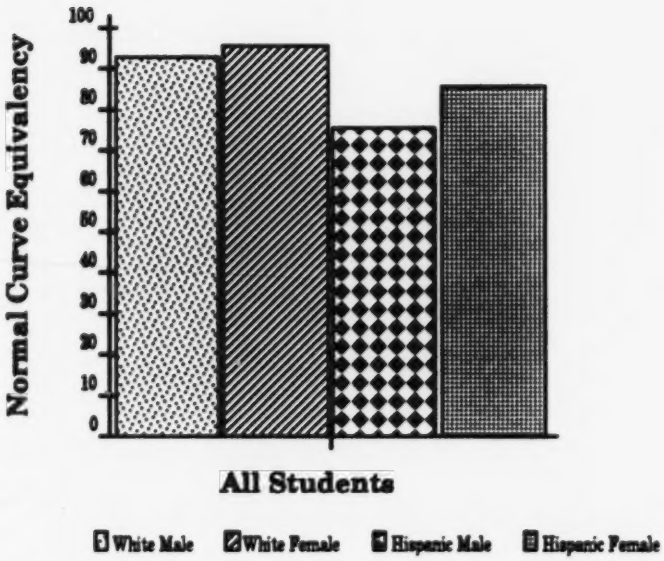
Basic Components of a Data Display

- **A- HEADING - Includes source of data, grade levels, time frame**
- **B- GRAPH - A graphic representation of the data (Bar chart, etc.)**
- **C- LABELS - Explanation of the X and Y axis**
- **D- KEY - Identifies what each of the shaded boxes, etc. represent**
- **E- HIGHLIGHTS - 2-3 narrative statements that explain the most important findings from the graphic display**

APPENDIX E

SAMPLE DATA DISPLAY

Iowa Test of Basic Skills (ITBS)
5th Grade - Spring 1991
Reading Comprehension
Normal Curve Equivalent Scores (NCE)



HIGHLIGHTS

1. All fifth grade students scored above an NCE of 75 on the reading comprehension section of the ITBS [White Males (92); White Females (95); Hispanic Males (76); Hispanic Females (83)].

2. Females of both races scored slighly higher than males of the same race on the reading comprehension section of the ITBS [Females (95 & 83 NCE) vs Males (92 & 76 NCE).

Appendix F
Data Disaggregation

APPENDIX F

Potential Ways to Disaggregate Data:

1. √ Race

2. √ Gender

3. √ Socio-economic Status
   a. Free and reduced lunch
   b. Mother's education level
   c. Father's education level

4. Chapter 1

5. Special Education

6. Vocational Education

7. ESL

8. Migrant

9. Bilingual

10. Homeless

11. Family Structure

12. Extra-curricular activity participation

13. Rural vs. Urban

14. Employment Status of a Student

15. Retentions

16. Mobility Factors

17. Length of time in Building

18. Length of time in District

19. At Risk

√ Data that will most likely yield information called for in the QPA process

Appendix G
Bibliography and Credits

Bibliography & Credits

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Strategic Directions for Kansas Education

The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the structuring of all state educational institutions under its jurisdiction.

The beginning place for determining the mission for the Kansas State Board of Education is the assumption that all Kansas citizens must be involved in their own learning and the learning of others. It is the combined effort of family, school, and community that makes possible the development of a high quality of life. It is the parent who is the first "teacher" of children. As we grow older, we learn that the school, the workplace, and the community support our lifelong learning and our training and retraining. The Board recognizes the responsibility it holds for Kansas educational systems and promoting quality education programs. The mission for Kansas education is:

To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving, global society.

We believe that the strategic directions for the structuring of Kansas education must be organized to:

- create learning communities
- develop and extend resources for parenting programs and early childhood education
- expand learner-outcome curriculum and learner-focused instruction
- provide inclusive learning environments
- strengthen involvement of business and industry in education
- provide quality staff and organizational development.

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